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ABSTRACT

First in a series of six documents, this report describes the Urban Life-Population Education Institute (ULPEI) program which was designed to demonstrate population realities to Baltimore public schools so that teachers can introduce population studies into the school curriculum. The first part of the paper presents background information on the ULPEI program. Through a series of workshops with Baltimore public school teachers, the format of population education units was developed. A global approach to the population problem was decided upon along with an understanding of how population problems exist on the personal level. Using this philosophy, a series of units were developed by teachers that can be infused into existing curricula. (See SO 008 941 through 945). Several major conclusions reached by the ULPEI Program are that population education should be introduced into the school system, racism is an essential component of population education and must be discussed and understood, the ULPEI curricular materials can be adapted to other school systems, and teachers can more easily accept population education after they have been sensitized to its need through awareness workshops. The second part of the paper contains several appendices, including footnotes, questionnaires, short discussion papers emphasizing the need for population education and teacher awareness, a brief annotation of each of the curriculum units, and an order form. (Author/JR)

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POPULATION EDUCATION IN BALTIMORE

By Caroline S. Cochran and Lester C. McCrea

The sudden growth of the world's population threatens every facet of life. All children, regardless of their personal situation, have a right to know population facts and information so they may be better equipped to choose life-styles compatible to their world.

The above were some conclusions reached through the Urban Life-Population Education Institute (ULPEI), a program designed to demonstrate population realities to Baltimore City Public School teachers so that they, in turn, might introduce population studies into the school curriculum.

When the 1965 National Academy of Sciences' report, The Growth of U.S. Population, which urged "the inclusion of population studies...in the curricula...of secondary schools", was brought to the attention of the late Baltimore City Public School Superintendent, Laurence G. Paquin, he responded by promoting the development of a Resource Unit on Population Pressure.[1] This unit was distributed in the fall of 1967 to the system's 8000 teachers and administrators. The twenty-three page manual dealt with the dynamics and problems of population growth, including references to family planning, some sample learning activities, and a bibliography.

As far as we know, this was the first effort of any school system to devise its own population education materials. It soon became evident, however, that few teachers used the manual. The basic question became: how does one teach population?

In an attempt to find an answer, the Population Education Committee of Planned Parenthood Association of Maryland[2] invited the Carolina Population Center and the Population Reference Bureau to join in sponsoring a three-day workshop in population education. This was held in April, 1970, at Manresa-on-Severn, Maryland, for fifty secondary teachers, all of whom were independently teaching population at various schools throughout the country.[3]

At this gathering it became apparent that some imaginative and creative techniques to expose suburban children to the population situation were being developed.[4] However, the question arose as to how population facts should be presented to those feeling the pressures first-hand: city children.[5] Since coping with their immediate, personal world required most of their energies, should they also be burdened with global problems?

Believing that withholding pertinent knowledge from any child is wrong, we recognized the need for a different approach to the population issue for the city's youth.

After conferring with Baltimore City Public School authorities, four members of the Baltimore City Public School system, all of whom had attended the Manresa workshop, were appointed to work with four members of the Planned Parenthood Association of Maryland.[6] Their goal was to develop ways in which population awareness could be brought to city children, many of whom in Baltimore are both poor and black.

The committee was aware of the inherent pitfalls in such a challenge. They also felt that teachers would find it easier to comprehend national and global implications if they first developed understanding of how population pressures multiply and intensify problems in their own city, Baltimore. Therefore, a three-day pilot institute was held for thirty selected teachers, K-12, in June, 1971.[7] With well-known authorities, there was discussion of Living Problems (housing, family, neighborhoods, density, pollution, crime); Health Problems (medical care and delivery, nutrition and hunger, mental health, drug abuse); Public Problems (education, (un)employment, transportation, justice, immigration, fiscal and legislative matters); Attitudes (suburban vs. urban, white ethnic, welfare, and the role of black women). As consensus was not asked, there was no polarization. The response to the pilot institute was most gratifying. The teachers felt that population studies should be included in the school curriculum, K-12, separate from sex education. And there were resounding pleas for curriculum materials to implement this.

On the basis of this experiment, the Rockefeller Foundation gave Planned Parenthood Association of Maryland a grant to continue its work with the Baltimore City Public Schools.[8] Nine three-day Urban Life Population Education Institutes (ULPEI) for thirty teachers each were held during school hours in the 1972-1973 school year; all teachers in the system were invited to apply. A major portion of the grant was used to pay for their substitutes. An evaluation team from the Johns Hopkins University randomly selected the 270 participants by computer. Those not selected served as the control group in the follow-up.

The basic format used in the pilot institute was followed.[9] It was found that the teachers were aware of many, but not all, of the interrelated urban problems. Of all four categories covered, we on the ULPEI committee considered the most important to be our discussion of the varying attitudes held by our metropolitan citizens. Concern for institutionalized racism was a constant theme throughout ULPEI. The panel exposed the teachers

to some of the fears and frustrations expressed by urban citizens, the average suburbanite's attitude toward those living in the city, the feelings of the so-called "white ethnics", and the sensitivities of the average black woman. We never attempted to achieve consensus. Therefore, these varying viewpoints became aspects of enlightenment and not designs to alter personal opinions. It was constantly emphasized that population stabilization by itself would not solve any of the problems discussed, but continuing population growth would surely exacerbate them.

Originally, we believed that direct population education might prove so threatening and overwhelming that the teachers would "tune out". During our first ULPEIs we somewhat self-consciously avoided maximum confrontation with the population issues, emphasizing our concern for the feelings and situations of individuals. We soon realized that, with sensitive presentations, there was no need for apprehension. Also, with the able assistance of Melvyn C. Thorne, M.D.,[10] we began to emphasize components of demography.

The group dynamics of ULPEI were important. We learned that there was better discussion when we divided the teachers into groups of ten. The experts would then rotate among the groups, thereby assuring each participant of an opportunity to speak directly with the panel members. Such seemingly unimportant items as having our workshop in a non-school situation, highly legible name tags, and including a free lunch kept the group together and definitely enhanced the participation. At the end of each three-day session, the teachers were asked to prepare both a formal evaluation for the Johns Hopkins University evaluation team and an informal appraisal for the purpose of improving the ULPEI.

During the summer of 1973, nine creative and imaginative classroom teachers who had attended the ULPEIs were selected to develop curriculum materials.[11] All writers of these units had had intensive experience in the classroom and were keenly aware of the pressures borne by urban school teachers. They recognized that many teachers find new ideas an added burden. Therefore, the curriculum is highly detailed, complete with lesson plans, objective, dittos, and student sections. Moreover, the threatening aspects of population growth and the need to make population education <u>future oriented</u> is constantly emphasized.

A second grant from the Rockefeller Foundation enabled ULPEI to pilot these materials in the Baltimore City Public Schools during the 1973-1974 school year. During this same year we had seven more Urban Life-Population Education Institutes for 210 members of the school system. In the interest of economy, these ULPEIs were shortened to two days instead of three.

The Johns Hopkins University evaluation report showed that the two-day Institutes achieved the same results in increased knowledge; not surprisingly, however, there was less attitudinal change than in the three-day sessions.[12]

During 1974-1975 the units continued to be tested and revised. Ultimately, the nine units were reduced to five that could most easily be infused into the existing curricula. The following units and learning activity packages are currently being institutionalized into the Baltimore City Public Schools:

1. Population and Environment Earth (grades 5-6) is divided into two sections: demography, which is concerned with investigating population growth, composition trends and changes, and population itself and its effect on the environment.

2. B-More or Baltimore (grades 7-9) is designed for use in urban studies on the junior high level. It traces the historical growth of Baltimore City and examines recent trends affecting the city while projecting possible solutions to enhance its quality of life.

3. Population, Production and Pollution (grades 7-12) is designed for use in Modern World History or Modern World Problems on a high school level. It takes the student out of his present context (family, neighborhood, and city) and helps him understand some of the global issues relating to population.

4. Individual and Family Life Styles (grades 7-12) attempts to have the student see himself as part of his present family unit and as a decision-maker who will make choices about his own future family. It examines various needs, both physical and psychological, and can be used in Home Economics, Family Living and Social Studies in high school.

5. Demography and You (grades 7-9) is a mini demography course for the junior high level, covering various factors of population growth and change.

6. Population Is a World Problem (grades 7-12) is a learning activity package on population (POP), permitting the student to work at his own rate and was designed as a tool for individualized instruction. It is concerned with the effects of population growth on the world.

7. Interplay: The American Family, (POP) (grades 7-12) uses the same information as in unit four, but in an individualized learning packet.

8. Individual Life Styles (POP) (grades 7-12) concerns personal decisions and life styles and how they have social and demographic consequences.

Recognizing the large expense involved in having workshops for teachers for whom substitutes must be provided and paid and our responsibility as a pilot model for other school systems, no ULPEIs were held during 1974-1975. We still believe that the intensive workshops are the ideal way to introduce population education if a system can afford it. Experience has shown us that to obtain quality participation of classroom teachers programs must be held during school hours. Therefore, we sought ways to achieve the same goals of the ULPEI through less costly and time consuming methods.

In 1975 the Arca Foundation gave us funds to develop an instructional film. Fortunately, by combining these funds with the audio-visual resources and personnel of the Family Planning Training Institute and those of the Baltimore City Public Schools, collectively we were able to produce a 13-minute, 16mm colored film entitled "Population Education: So What? Who Cares? Big Deal!"[13] As the name implies, the film responds to the normal teacher's reactions and questions when a new element is added to his work load. Like ULPEI, it is open-ended and serves as a spring-board for group discussion of the population phenomena and the curricula materials.

To accompany the film an ULPEI Population Education Teacher Workshop package was developed. This includes a leader's guide, copies of the five curricula, samples of available materials for exhibition[14] and evaluation forms. These are presently being used in Baltimore and are available for rent or purchase.[15] We see this as a tool for use not only in school settings but also by any community group interested in introducing population into their school system.

The Baltimore City Public Schools are officially institutionalizing the five ULPEI curricula into the social studies program during the 1975-1976 year. To incorporate a new area, such as population education, into a school system has been a long-term and interesting task. Administrators are often understandably reluctant to accept outside suggestions which will add to their myriad of problems. They are more likely to welcome cost-free, specific services. A volunteer, community-based organization can act as a catalyst in initiating curriculum changes. Therefore, we feel that support for this kind of project should come from three directions. Concerned citizens, preferably representing a credible voluntary organization, can initiate ideas. Understanding and approval of the suggested program by the school administration should then be attained. Active involvement of classroom teachers in the development of the materials insures the acceptability of the program. We greatly appreciate the cooperation that has been given by the Baltimore City Public School authorities and feel gratified that our ten years of working together have resulted in Baltimore becoming the first urban school system to incorporate population studies into their curriculum.[16]

On the basis of our work in the Urban Life-Population Education Institute, we believe that:

* Population education can be introduced into any school system if there is an awareness of the many deeply held, varying attitudes on the subject.

* Racism is an essential component of population education and must be discussed and understood. This can be done without polarization.

* Although we feel strongly that there is a desperate need for education in human sexuality, we feel equally strongly that this must not be combined with population education.

* The ULPEI curricula materials can be adapted to other school systems.

* Teachers will accept population education when they have been sensitized to its need and are aware that there are new materials which offer detailed help.

* Demographic facts are essential, but they must be presented with sensitivity, always keeping in mind that, when one refers to millions of people, one is still talking about individual human beings, each of whom shares with us the common yearnings for ingredients that give quality of life for themselves and their children.[17]

November 1975

FOOTNOTES

1. The Production Committee for the manual was chaired by Edward L. Biller, Director of the Curriculum Development Center, assisted by Eleanor Brocato, George Harple, John Kimble, and Iris Weaver. Factual material was reviewed by Elizabeth Kennan, Ph.D., of the Population Reference Bureau, Washington, D.C.

2. Mrs. Laurie S. Zabin, the President of Planned Parenthood Association of Maryland, initiated this committee and appointed Caroline S. Cochran as Chairman who, as a volunteer, worked in close cooperation with Annette F. Lieberman, Community Director of Planned Parenthood Association of Maryland. Planned Parenthood Association of Maryland is an affiliate of the national Planned Parenthood-World Population; hence, the organizational authorization to be involved in population concerns. Dr. William D. McElroy, Chairman of the National Academy of Sciences' panel on population problems, served on the Population Education Committee and stressed the importance of teacher education.

3. The Workshop was directed by Noel-David Burleson, Ph.D., who had recently gone to the Carolina Population Center, Chapel Hill, North Carolina, from the Harvard Graduate School of Education. Also participating with him were: Douglas Spicer, Donald Chauls, Lawrence Nilson, James Young, Martha Henderson, Robert W. Stegner, Laurie S. Zabin, and Alvaro Garcia-Pena. The responsibility for the Workshop was divided: Program, Carolina Population Center; Administration, Planned Parenthood Association of Maryland; Follow-up, Population Reference Bureau, Washington, D.C. This project was funded by a grant from the Cordelia Scaife May Foundation.

4. See Population Bulletin, Volume XXVI, Number 3, Population Reference Bureau (1755 Massachusetts Avenue, Washington, D.C. 20036) by Jeffrey D. Stansbury, pp. 14-18.

5. Carl E. Speckman, the Executive Director of Planned Parenthood Association of Maryland, suggested in September, 1970, we try to find acceptable ways to incorporate population education in the Baltimore City school system.

6. Vernon S. Vavrina, Ph.D., named Edward L. Biller, Malcolm Dutterer, Jr., Helen Gray, and Iris Weaver to represent the Baltimore City Public Schools on the Committee. From Planned Parenthood Association of Maryland were: Caroline S. Cochran, Mary L. Craig, Annette F. Lieberman, and Carl E. Speckman.

7. See Interim Report of the Urban Life-Population Education Institute held June 7, 8, and 9, 1971, issued October, 1971, by the Office of Secondary Supervisors, Baltimore City Public Schools, Social Studies Department. Summary by Caroline S. Saltonstall.

8. Lester C. McCrea, of Baltimore City Public Schools, was appointed Director and Caroline S. Cochran, board member of Planned Parenthood Association of Maryland, became the volunteer Coordinator.

9. During the course of the seventeen Urban Life-Population Education Institutes, 52 dedicated public servants participated in the program. We are indebted to them all, especially: Samuel L. Banks, Coordinator of Social Studies, Baltimore City Public Schools; Betty Deacon, South-East Community Organization, Baltimore; Reverend Vernon N. Dobson, Union Baptist Church, Baltimore; Charles Dorsey, Legal Aid Bureau, Inc.; W. Theodore Durr, Ph.D., Chairman of the Department of Sociology, University of Baltimore; Robert C. Embry, Jr., Director of Baltimore Housing and Community Development; Homer E. Favor, Ph.D., Morgan State University; Frederick G. Hubbard, Director: Baltimore City Hospitals; Annette F. Lieberman, formerly Community Director, Planned Parenthood Association of Maryland; Walter S. Orlinsky, President, Baltimore City Council; Don C. Shaw, Director of the Midwest Population Center, Chicago; Dorothea R. Thorne, ULPEI volunteer; Sloan R. Wayland, Ph.D., Assistant Dean of Teachers College, New York City.

10. Melvyn C. Thorne, M.D., recently Advisor to Tunisia family planning program where he was active in population education, presently at Johns Hopkins School of Hygiene and Public Health, skillfully incorporated demographic materials into the ULPEI format.

11. Curriculum writers were: Dorothy D. Aird, Gladys M. Beverly, Jerry Bobo, Stephanie Brown, Clustie Ford, Carolyn D. Griffin, Edith Krouse, Laureen Ritter, And Alma B. Rountree.

12. Lawrence W. Green, Ph.D., and Andrew A. Fisher, of the Johns Hopkins University evaluation team, reported: "Our overall assessment on the basis of these preliminary analyses is that the institutes have been successful by all criteria of knowledge and attitudinal change included in the questionnaire. All measures of knowledge and attitude change show significance in the expected direction." Further details of these reports may be obtained by contacting Dr. Lawrence W. Green at the Johns Hopkins School of Hygiene and Public Health, Population Dynamics Department, 615 North Wolfe Street, Baltimore, Maryland 21205.

13. Among those who worked on the film "Population Education: So What? Who Cares? Big Deal!" were Frank B. Fulton, producer, Family Training Institute; Michael P. Monceau, scriptwriter, University of Maryland; Larry Elenbogen and Gerald Doyle, cinematography, Baltimore City Public Schools; and Thomas Thornton, music.

14. Included are publications from the Population Reference Bureau, Inc., 1754 N Street, N.W., Washington, D.C. 20036, and Population Profiles, a series of units for the study of population, from the Center of Information on America, Washington, Connecticut 06792.

15. Information concerning renting the film "Population Education: So What? Who Cares? Big Deal!", with its accompanying Urban Life-Population Education Institute teacher training package, can be had by contacting: Mass Media Associates, 2116 North Charles Street, Baltimore, Maryland 21218 (tel. 301-727-3270). For purchase of the film, contact: Mr. Lester C. McCrea, ULPEI, Baltimore City Public Schools, 2418 St. Paul Street, Baltimore, Maryland 21218 (tel. 301-396-6627).

16. Population education in Baltimore owes an eternal debt to Vernon S. Vavrina, Ph.D., Deputy Superintendent of Education, (now retired) for his sustained support from the beginning of this project. We are also grateful for the help given this program by Roland N. Patterson, Ph.D., formerly Superintendent of Public Instruction; Paul L. Vance, Deputy Superintendent of Executive Matters; Rebecca E. Carroll, Ph.D., Deputy Superintendent, Bureau of Education; and Samuel L. Banks, Coordinator of Social Studies.

17. We are hopeful that other school systems in the United States will incorporate population studies in their curricula. Further details may be had by contacting Lester C. McCrea, ULPEI, Baltimore City Public Schools, 2418 St. Paul Street, Baltimore, Maryland 21218, or Caroline S. Cochran, ULPEI Coordinator, 901 West Lake Avenue, Baltimore, Maryland 21210.

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Mind Blowers

Directions: Read each statement carefully and then decide whether it is true or false. The statement must be true in its entirety to be labeled as "true". If the statement is true, place a "T" in the space provided. If the statement is false, place an "F" in the space provided.

_____ 1. The population of the world today is about 4 billion people.

_____ 2. The world's population increases by 204,932 people per day.

_____ 3. More males are born than females in the world.

_____ 4. There are more females in the world than males.

_____ 5. Three forths (3/4) of the world's population live in developing countries.

_____ 6. Approximately forty-one (41) per cent of the world's population live in urban areas.

_____ 7. Seventy-two (72) per cent of the population of the United States live on two (2) per cent of the land.

_____ 8. In the past five years, on the average, the birth rate of the United States has been going down.

_____ 9. The total population of the United States in the past five years has been increasing.

_____10. When the birth rate goes down, population growth can still occur.

_____11. Most of the ten largest cities in the United States in 1970 lost population.

_____12. The suburbs have been growing faster in the last five years than the cities or rural areas.

_____13. In the United States, more than sixty (60) per cent of the poor live in urban areas.

_____14. The so called "Baby Boom" lasted over a decade from 1946-1968.

_____15. Estimates of illegal aliens living in the United States range from 4 to 7 million.

_____16. About ten (10) per cent of the total United States population in 1970 were 65 and over.

_____17. Children 15 and under comprise one-forth (1/4) of the United States population.

_____18. Black couples with an advanced education, have the lowest completed family size of any sub group in the United States.

_____19. In 1973, the life expectency for whites was 72 years and 66 years for blacks in the United States.

_____20. Approximately one-fifth (1/5) of the adults in the United States are functionally illiterate.

1 - 9 Fair

10 -15 Good

15 -18 Excellent

19 -20 "Mini" Demographer

WHY POPULATION EDUCATION

A GENERAL INTRODUCTION FOR PARTICIPANTS

"Be fruitful and multiply and replenish the earth," says the Old Testiment, and this injunction echoes through the books of all religions. From Man's earliest recorded history up to the time of Christ, through the Middle Ages and until the 18th century, women have borne large families attempting to "replenish the earth". It was not an easy assignment. Deaths caused by famine, disease (particularly in childhood), and wars were so common that, for many thousands of years, the balance between births and deaths was nearly stable. Population growth was very slow and very unsteady.

We all know that this is no longer true. We have heard that the population is "exploding", that food shortages threaten many nations, that Man is using the resources of his planet too greedily. Students, like teachers, have some notion of population pressures from TV and other media as well as from their own urban surroundings. Very few, however, have such exposure to the facts.

It is our belief that teaching the facts of population and their implications for the next generation of Americans should not be postponed until college or graduate school. All high school students can be "demographically literate". All can be aware of America's position among developed and underdeveloped nations. They can learn about population change in their own city and how it affects their lives. They can examine the options open to them in choosing their own life-styles and understand that their future decisions about child-bearing will have "demographic consequences" as well as personal consequences.

Success in teaching population awareness will depend largely on the teacher's sensitivity to the individuals in her classroom. The facts of population can be twisted into propaganda for a particular viewpoint. We hope the teacher will be objective where the facts are concerned and subjective where her students are concerned. No child should feel guilty about being number 9 or 10. No child should be criticized if he wants to raise a large family. But he should know the facts. Hopefully, population education will make him aware of some of them, and better equip him to make decisions as a potential parent, a voter, and a citizen of planet Earth.

URBAN LIFE-POPULATION EDUCATION INSTITUTE
BALTIMORE CITY PUBLIC SCHOOLS

WHY POPULATION?

Things work funny. An example. Many thousands of years ago people slumped around barefoot, oomphing and ouching at the little hard things often encountered underfoot. Undoubtedly, other people encountered these hard things in another way - as they fell from overhead. Eventually someone gave these hard things a name. They were called "rocks". And that was that. What more could you need to know? Those little hard things often underfoot and sometimes overhead are called rocks. In short, a rock is a rock is a nuisance. But then an amazing thing happened. Some person, either a man or a woman (probably with rocks in his/her head), began to see rocks differently. Like everyone else, this person saw that a rock was hard, but he also saw something new. He saw that hardness made rocks good in that they could be used as tools for cleaning, cutting, pounding, chopping, scraping, powdering, grinding, hoeing, plowing, piercing, clubbing, and God knows what else. Now this whole thing was funny in a way, for rocks had been there before, always been there, it seemed. People had even known rocks were hard; but no one, up until that time, had seen the possibilities.

All this simply goes to say that something can be lying around, waiting to be discovered, right out there in the open, and still not be noticed; that is, until the right ideas come into contact, rub together, and spark a new idea. Sometimes people are just too close to something. All those rocks underfoot and overhead - their very nearness obscured any idea that they could be important. This is a corollary to the old saw, "Sometimes you can't see the forest for the trees."

So what? What does this have to do with population? Well, something similar to what happened with rocks has happened with population. Like rocks, people have been around a long time. The number of people in the world has been growing for thousands of years because, unlike rocks, people reproduce. That this fact had any great importance or significance was not generally noticed. This information has been lying around, waiting to be understood for many years. And an amazing thing has happened. Things work funny. Some person, either a man or a woman (probably with rocks in his/her head), also saw what everyone else saw - that population was growing; but he saw something new - that this growth has huge consequences.

Without population growth, man perhaps would still be a wanderer. There would be no cities, no countries, no machines, not much of what we consider today to be human activities. Small groups of people would still be plugging away, unaware that rocks could be made into tools. Without ideas, there would be no tools; without tools, no concentrations of people to dream up cities, art, work, machines, and so on. But, like rocks, people have their negative side. Rocks could be made not only into tools but also into weapons. Growing populations not only developed good things but also negative things. Growing populations make it more difficult for poor countries to become rich and more difficult for farmers to supply enough food for people to eat. Population growth supplies people, to talk to and to love, great new tools to use, medicine, books to read; but growing population also uses up resources, causes psychological hardships, and dirties up rivers. Things work funny.

All this is well and good. We now accept the fact that when we do something, both good and bad result.

But now, someone has noticed something new again. Not only is population growing, but it is growing faster than before. Not only can the number of people grow, unlike the number of rocks, but this growth can actually become faster. Why is this? Because death rates have declined dramatically. The good don't die young anymore, and neither do the bad for that matter. This phenomenon has been given a name - the population explosion. Rocks were given a name, too; and for a long time people thought that was that. Rapid population growth has been given a name, too; but, whatever one thinks about it, that is not simply that. Whether one is a militant, Zero Population Growth NOW person, or a staunch believer in the benefits of rapid population growth, one still has to deal with the consequences of growth. And that is what ULPEI is all about.

Jerry L. Bobo
Urban Life-Population Education Institute (ULPEI)
Curriculum Developer

Urban Life-Population Education Institute (ULPEI)
Curricula
Baltimore City Public Schools

Unit Number

1. Population and Environment Earth (Grades 5-6)

   This unit is designed for the elementary school grades 5-6. It is divided into two sections. Section I introduces the student to basic demography. He learns to graph population changes caused by births, deaths and migrations. He looks at the density of populations, at the carrying capacity of a telephone booth and of his planet. He learns through inductive experiments and games. Section II of this unit deals with ecology, the "man-made" environment and the "natural" environment of Spaceship Earth. It is appropriate for science or social studies.

2. People and You (Grades 7-9)

   Similar to Section I described above, this unit is a "mini course" in demography for the junior high level.

3. Individual and Family Lifestyles (Grades 7-12)

   This Unit attempts to have the student see himself as part of his present family unit and as a decision maker who will make choices about his own future family. He interviews his oldest relative and re-examines the lifestyle of an earlier era. He looks at the physical and psychological needs of children and how they are met in various types of families, large and small. Through games and case studies he learns of social services available in his city to help with problems such as an adolescent runaway, a marriage threatened with divorce or an old person living alone. This unit could be used in home economics, family living, or social studies.

4. B-More or Baltimore (Grades 7-9)

   This unit is designed for use in urban studies on the junior high level. It traces the historical growth of Baltimore City, giving the student role-playing of various groups of immigrants and map study of the city's expanding boundaries. The student looks at city wards, his own and others, to see which have increasing or decreasing populations, how they compare in density, and what problems various neighborhoods are facing.

5. Population, Production and Pollution (Grades 7-12)

   This unit takes the student out of his present context (family, neighborhood and city) and into the life of a young Muslim woman living in North Africa. Through a case study of her family the student sees the United States in relation to the poor but developing countries of a fast-changing world. He examines some of the issues raised by growing populations and increasing aspirations. The unit may be used in any course dealing with modern world history or world problems.

Materials Continued

Unit Number

6 Population is a World Problem, (Grades 7 - 12)

This is a learning activity pack or package on population POP. It permits the students to work at his own rate. It was designed as a tool for individualized instruction. This package on population concerns itself with the effects of population growth on the world.

7 Interplay: The American Family, POP, (Grades 7 - 12)

It uses the same information that is in unit 4 above in an individualized learning packet.

8 Individual Life Styles, POP, (Grades 7 - 12)

The theme of the POP is "personal decisions and life styles have social and demographic consequences".

Tear Off

- - - -

A POPULATION EDUCATION WORKSHOP PACKAGE FOR TEACHERS

Developed by the Urban Life-Population Education Institute

This workshop package is designed to introduce school teachers to the new field of population education. It is an outgrowth of the Urban Life-Population Education Institute (ULPEI), a three year experiment involving more than 500 Baltimore City Public School teachers, to ascertain if and how population awareness could be introduced into a large, urban school system. The ULPEI experience demonstrated that school teachers are willing to teach population when they understand its importance, and when they have the necessary tools. This kit attempts to offer an assortment of these "tools" and to introduce the teacher to some aspects of this field. The package contains a leader's guide, a film, copies of the five ULPEI population education curricula, other available materials and resources, and evaluation forms.

It is not necessary for the group leader to have had any previous experience in population education. Only an interest in infusing population awareness into an existing curriculum is needed. ULPEI workshops can have as many or as few participants as is appropriate to the specific situation. Material for the leader includes a brief introduction to population education, an outline of suggested procedure for a workshop, and a selection of materials that can be duplicated as handouts for the teacher-participants. The twelve minute, 16mm color film, "Population Education: So What? Who Cares? Big Deal!" was especially created for this kit. It serves as a spring-board for group discussions when they encounter new additions to a school program. It also introduces the ULPEI curricula.

Copies of these five curricula are included in this package. They were written by classroom teachers who understand which teaching methods are most successful in an urban, public school system, and who are also cognizant of the work load public school teachers already carry. For the elementary level there is a detailed teacher's edition "Demography and Environment Earth". For the secondary levels there are both teacher and student editions of four units: "Production, Pollution, Population: Issues for a Changing World", "Individual and Family Lifestyles", a unit on demography itself, and one on the demographic development of Baltimore. Because the ULPEI teachers believed that population phenomena could best be grasped by the student if they were related to his immediate environment, i.e., his own city, some of the ULPEI curricula are Baltimore oriented. However, all curricula were written so that the contents can be transposed to other community settings without affecting their basic content. The kit may be rented for $20.00 from:

Mass Media
2116 North Charles Street
Baltimore, Maryland 21218

All contents of the kit, with the exception of the film, may be retained.